

# Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management) (4227-11/90)

Qualification handbook for centres

600/8166/1

Group B and C units (Optional)



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Qualification handbook for centres



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## 1 Optional units (mandatory units in main handbook)

### Availability of units

The Group B and Group C optional units for this qualification follow. The mandatory units are available in a separate document, entitled **Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice) (4227-11/12/90/99)**. All units may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications at <http://register.ofqual.gov.uk/>

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

### Summary of optional units

#### Optional Units Group B

City & Guilds unit number	SSC reference	level	Title	Unit number	Credits
4227-149	MSC B1	5	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6
4227-150	MSC E8	4	Manage physical resources	K/600/9711	3
4227-151	LMCS E9	5	Develop procedures and practice to respond to concerns and complaints	J/602/2336	6
4227-152	LMCS A3	4	Recruitment and selection within health and social care or children and young people's settings	R/602/2338	3



4227-153	HSC 429	5	Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	6
4227-154	CCLD 429	5	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	L/602/2547	6
4227-155	HSC 444	4	Manage induction in health and social care or children and young people's settings	T/602/2574	3
4227-156	LMC A2	5	Facilitate change in health and social care or children and young people's settings	F/602/2612	6
4227-157	LMC D3	6	Manage an inter-professional team in a health and social care or children and young people's setting	L/602/2743	7
4227-158	LMC E8	4	Manage finance within own area of responsibility in health and social care or children and young people's settings	T/602/2753	4
4227-159	LMC E3	5	Manage quality in health and social care or children and young people's settings	R/602/2758	5
4227-651	LM 508	5	Appraise staff performance	J/504/2219	5
4227-654	LM 510	5	Manage disciplinary processes in health and social care or children and young people's settings	M/504/2232	6

### Optional Units Group C

City & Guilds unit number	SSC reference	Level	Title	Unit number	Credits
4227-082	CCLD 410	4	Promote creativity and creative learning in young children	A/601/0135	5
4227-160	CCLD 403	5	Leading provision for babies and young children	J/602/3065	6
4227-161	CCLD 422	5	Develop provision for family support	K/602/3074	5
4227-162	CCLD 414	6	Lead support for disabled children and young people and their carers	M/602/2380	8
4227-163	CCLD 409	6	Support others to promote children's communication in an early years setting	F/602/2383	8
4227-164	CCLD 411	5	Support others to promote children's mathematical development and problem solving skills in an early years setting	A/602/2138	7

4227-165	CCLD 403	5	Support others to promote children's knowledge and understanding of the world in an early years setting	A/602/2141	7
4227-166	CCLD 403	5	Support others to promote children's physical development in an early years setting	L/602/2435	7
4227-167	CCLD 412	4	Develop the environment for children and young people	A/602/2415	4
4227-168	CCLD 420	5	Undertake a research project within services for health and social care or children and young people	J/602/3499	10
4227-169	Sensory Services 4	5	Support the use of assistive technology	H/601/5250	4
4227-170	Sensory Services 1	5	Explore models of disability	K/601/5251	5
4227-637	LM 502	4	Develop, maintain and use records and reports	A/504/2198	3
4227-649	LM 504	5	Lead practice in assessing and planning for the needs of families and carers	A/504/2217	3
4227-650	LM 507	5	Understand professional management and leadership in health and social care or children and young people's settings	F/504/2218	6
4227-655	LM 505	5	Manage business redesign in health and social care or children or young people's services	J/504/2236	5

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 5 Diploma in Leadership for the Children and Young People's Workforce – Early Years (Management/Advanced Practice)	577	900

## Unit 082

# Promote creativity and creative learning in young children

**Level:** 4  
**Credit value:** 5  
**UAN number:** A/601/0135

### Unit aim

The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development
2. Be able to provide opportunities for young children to develop their creativity and creative learning
3. Be able to develop the environment to support young children's creativity and creative learning
4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

There are links with CCLD 4.10 Evaluate, assess and support children's creativity.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 **must** be assessed in a real work environment

Reflection on practice must form part of the assessment for this unit.

**Unit o82**                    **Promote creativity and creative learning in young children**

**Outcome 1**                Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development

**Assessment Criteria**

The learner can:

- 1.1     Analyse the differences between creative learning and creativity
- 1.2     Explain current theoretical approaches to creativity and creative learning in early childhood.
- 1.3     Critically analyse how creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development.

**Unit 082                      Promote creativity and creative learning in young children**

**Outcome 2                      Be able to provide opportunities for young children to develop their creativity and creative learning**

**Assessment Criteria**

The learner can:

- 2.1        Demonstrate in own practice how to **promote creativity and creative learning**
- 2.2        Explain why young children require extended and unhurried periods of time to develop their creativity.

**Additional Guidance**

**Promote creativity and creative learning**

- developing imagination and imaginative play
- traditional creative arts
- music, dance and movement
- areas of learning such as mathematics, problem solving and exploration
- ICT

**Unit 082**                    **Promote creativity and creative learning in young children**

Outcome 3                    Be able to develop the environment to support young children’s creativity and creative learning

**Assessment Criteria**

The learner can:

- 3.1        Explain the features of an environment that supports creativity and creative learning.
- 3.2        Monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning.

**Unit o82                    Promote creativity and creative learning in young children**

Outcome 4                Be able to support the development of practice in promoting young children’s creativity and creative learning within the setting

**Assessment Criteria**

The learner can:

- 4.1     Evaluate and reflect on own practice in promoting creativity and creative thinking
- 4.2     Support others to develop their practice in promoting creativity and creative learning
- 4.3     Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change.

## Unit 149

# Develop and evaluate operational plans for own area of responsibility

**Level:** 5  
**Credit value:** 6  
**UAN number:** Y/600/9588

### Unit aim

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to align objectives of own area of responsibility with those of own organisation
2. Be able to implement operational plans in own area of responsibility
3. Be able to monitor and evaluate operational plans in own area of responsibility

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to MSC B1: Develop and implement operational plans for your area of responsibility.

### Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Care and Development and Management Standards Centre.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.



**Unit 149**                    **Develop and evaluate operational plans for own area of responsibility**

**Outcome 1**                Be able to align objectives of own area of responsibility with those of own organisation

**Assessment Criteria**

The learner can:

- 1.1 Identify operational objectives within own area of responsibility
- 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.

## **Unit 149**

### **Develop and evaluate operational plans for own area of responsibility**

#### **Outcome 2**

Be able to implement operational plans in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 2.1 Assess risks associated with operational plans and include contingency arrangements
- 2.2 Identify support from relevant stakeholders
- 2.3 Implement operational plan within own area of responsibility.

## **Unit 149**

### **Develop and evaluate operational plans for own area of responsibility**

#### **Outcome 3**

Be able to monitor and evaluate operational plans in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 3.1 Monitor procedures within the operational plan
- 3.2 Evaluate operational plans and implement any necessary actions.

**Level:** 4  
**Credit value:** 3  
**UAN number:** K/600/9711

### Unit aim

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of sustainability when using physical resources
2. Be able to identify resource requirements for own area of responsibility
3. Be able to obtain required resources for own area of responsibility
4. Be able to monitor and review the quality and usage of resources in own area of responsibility

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to  
MSC E8 Manage physical resources.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skill for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

## **Unit 150**

## **Manage physical resources**

### **Outcome 2**

Understand the importance of sustainability when using physical resources

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the importance of using sustainable resources
- 1.2 Explain the potential impact of resource use on the environment
- 1.3 Explain how to use resources effectively and efficiently
- 1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources.

## **Unit 150**

## **Manage physical resources**

### **Outcome 3**

Be able to identify resource requirements for own area of responsibility

#### **Assessment Criteria**

The learner can:

- 2.1 Consult with colleagues to identify their planned activities and corresponding resource needs
- 2.2 Evaluate past resource use to inform expected future demand
- 2.3 Identify resource requirements for own area of responsibility.

## **Unit 150**

## **Manage physical resources**

### **Outcome 1**

Be able to obtain required resources for own area of responsibility

#### **Assessment Criteria**

The learner can:

- 3.1 Submit a business case to procure required resources
- 3.2 Review and agree required resources with relevant individuals
- 3.3 Explain an organisation's processes for procuring agreed resources.

## **Unit 150**

## **Manage physical resources**

### **Outcome 4**

Be able to monitor and review the quality and usage of resources in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 4.1 Monitor the quality of resources against required specifications
- 4.2 Identify differences between actual and planned use of resources and take corrective action
- 4.3 Analyse the effectiveness and efficiency of resource use in own area of responsibility
- 4.4 Make recommendations to improve the effectiveness and efficiency of resource use.



## Unit 151

# Develop procedures and practice to respond to concerns and complaints

**Level:** 5  
**Credit value:** 6  
**UAN number:** J/602/2336

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to developing, implementing and reviewing procedures and practices to address concerns and complaints. It covers the relevant regulatory requirements, codes of practice and relevant guidance, and analyses the impact of these on service provision.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints
2. Be able to develop procedures to address concerns and complaints
3. Be able to lead the implementation of procedures and practice for addressing concerns and complaints
4. Be able to review the procedures and practices for addressing concerns and complaints

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMCS E9.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

**Unit 151**            **Develop procedures and practice to respond to concerns and complaints**

**Outcome 1**        Understand the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints

**Assessment Criteria**

The learner can:

- 1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work
- 1.2 Analyse how regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints affect service provision within own area of work.

## **Unit 151            Develop procedures and practice to respond to concerns and complaints**

**Outcome 2            Be able to develop procedures to address concerns and complaints**

### **Assessment Criteria**

The learner can:

- 2.1 Explain why individuals might be reluctant to raise concerns and make complaints
- 2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints
- 2.3 Work with **others** in the development of procedures to address concerns and complaints
- 2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats
- 2.5 Review the procedures that have been developed against regulatory requirements, codes of practice and relevant guidance.

### **Additional Guidance**

**Others** may include:

- Workers / Practitioners
- Carers
- Significant others
- Other professionals
- People who use services.

**Unit 151                      Develop procedures and practice to respond to concerns and complaints**

**Outcome 3                      Be able to lead the implementation of procedures and practice for addressing concerns and complaints**

**Assessment Criteria**

The learner can:

- 3.1 Promote a person centred approach to addressing concerns and complaints
- 3.2 ensure that others are informed about the procedure for raising concerns or making complaints
- 3.3 Use supervision to support workers to recognise and address concerns and complaints.
- 3.4 Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames.

**Unit 151                      Develop procedures and practice to respond to concerns and complaints**

Outcome 4                      Be able to review the procedures and practices for addressing concerns and complaints

**Assessment Criteria**

The learner can:

- 4.1    Monitor the use of systems for addressing concerns and complaints
- 4.2    Evaluate the effectiveness of systems for addressing concerns and complaints
- 4.3    Involve others in the review of procedures and practices for addressing concerns and complaints
- 4.4    Show how own management practice has provided a culture where the organisation can learn from concerns and complaints
- 4.5    Demonstrate how recommendations from concern and complaint investigations have been used to improve the quality of service.

**Level:** 4  
**Credit value:** 3  
**UAN number:** R/602/2338

**Unit aim**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to recruit and select in health and social care or children's and young people's settings.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the recruitment and selection processes in health and social care or children and young people's settings
2. Be able to contribute to the recruitment process in health and social care or children's and young people's settings
3. Be able to participate in the selection process in health and social care or children's and young people's settings
4. Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

**Guided learning hours**

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to LMCS A3, HSC 444, CCLD 333, MSC D3, D4, D5.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, and 4 must be assessed in the work setting.

<b>Unit 152</b>	<b>Recruitment and selection within health and social care or children and young people's settings</b>
Outcome 1	Understand the recruitment and selection processes in health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 1.1 Explain the impact on selection and recruitment processes, in own setting, of:
  - Legislative requirements
  - Regulatory requirements
  - Professional codes
  - **Agreed ways of working**
- 1.2 Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
- 1.3 Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.

### Additional Guidance

**Agreed ways of working** will include policies and procedures where these exist.

## Unit 152 Recruitment and selection within health and social care or children and young people's settings

Outcome 2 Be able to contribute to the recruitment process in health and social care or children's and young people's settings

### Assessment Criteria

The learner can:

- 2.1 Review job descriptions and person specifications to meet work setting objectives
- 2.2 Work with **others** to establish the criteria that will be used in the recruitment and selection process
- 2.3 Work with others to establish the methods that will be used in the recruitment and selection process
- 2.4 Involve **individuals** in the **recruitment process**.

### Additional Guidance

**Others** may include:

- Human resource personnel
- Workers / Practitioners
- Carers
- Significant others

**Individual** is someone accessing care or support.

**Recruitment process** can include consultation or practical involvement in the process.



## Unit 152

### **Recruitment and selection within health and social care or children and young people's settings**

#### Outcome 3

Be able to participate in the selection process in health and social care or children's and young people's settings

#### **Assessment Criteria**

The learner can:

- 3.1 Use agreed methods to assess candidates
- 3.2 Use agreed criteria to select candidates
- 3.3 Communicate the outcome of the selection process according to the policies and procedures of own setting.

## **Unit 152**

### **Recruitment and selection within health and social care or children and young people's settings**

#### **Outcome 4**

Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings

#### **Assessment Criteria**

The learner can:

- 4.1 Evaluate the recruitment and selection methods and criteria used in own setting
- 4.2 Recommend changes for improvement to recruitment and selection processes in own setting.

## Unit 153

# Facilitate the development of effective group practice in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN number:** Y/602/2339

### Unit aim

This purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how groups develop and function in health and social care or children and young people's work settings
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings
3. Be able to facilitate a group in health and social care or children and young people's work settings
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings

### Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to AG27 HSC 429 LDSS 418.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

**Unit 153**      **Facilitate the development of effective group practice in health and social care or children and young people’s settings**

**Outcome 1**      Understand how groups develop and function in health and social care or children and young people’s work settings

**Assessment Criteria**

The learner can:

- 1.1 Analyse the impact of theories and models on group work practice
- 1.2 Explain how to form and maintain a cohesive and effective group
- 1.3 Explain how different facilitation styles may influence
  - Group dynamics
  - Lifecycle of the group
  - Group outcomes
  - Development of roles within the group
- 1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group
- 1.5 Analyse the importance of participant engagement in achieving group outcomes.

**Unit 153**      **Facilitate the development of effective group practice in health and social care or children and young people’s settings**

**Outcome 2**      Be able to create a climate that facilitates effective groups in health and social care or children and young people’s work settings

**Assessment Criteria**

The learner can:

- 2.1 Evaluate methods that may be utilised in facilitating groups
- 2.2 Prepare an environment that is conducive to the functioning of the group
- 2.3 Work with a group/s to agree acceptable group and individual behaviour
- 2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working.

**Unit 153**      **Facilitate the development of effective group practice in health and social care or children and young people’s settings**

**Outcome 3**      Be able to facilitate a group in health and social care or children and young people’s work settings

**Assessment Criteria**

The learner can:

- 3.1 Use a range of methods to accommodate different learning styles within the group
- 3.2 Provide a group experience where participants are engaged and stimulated
- 3.3 Intervene effectively in a group session to improve the learning process.

## Unit 153

### Facilitate the development of effective group practice in health and social care or children and young people's settings

#### Outcome 4

Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings

#### Assessment Criteria

The learner can:

- 4.1 Demonstrate inclusive practice when facilitating groups
- 4.2 Support consensus and manage **conflict** within a group
- 4.3 Explain how to challenge excluding or discriminatory behaviour
- 4.4 Demonstrate how to manage diverse group behaviours
- 4.5 Explain when to refer issues and areas of concern.

#### Additional Guidance

**Conflict** may include:

- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non compliance

**Unit 153**      **Facilitate the development of effective group practice in health and social care or children and young people’s settings**

**Outcome 5**      Be able to monitor and review the work of a group in health and social care or children and young people’s work settings

**Assessment Criteria**

The learner can:

- 5.1    Work with a group to agree monitoring and review processes
- 5.2    Implement systems and processes to monitor and review the progress of a group
- 5.3    Assess the effectiveness of a group in relation to identified outcomes
- 5.4    Reflect on strengths and areas for development in own practice of facilitating groups.



## Unit 154

# Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN number:** L/602/2547

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care or children and young people's settings. It includes the ability to understand the benefits of coaching and mentoring and to plan implement and evaluate the impact of coaching and mentoring in the work setting.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people's settings
2. Be able to promote coaching and mentoring of practitioners in health and social care or children and young people's settings
3. Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people's settings
4. Be able to implement coaching and mentoring activities in health and social care or children and young people's settings
5. Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

### Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to ENTO CM20, CCLD 429.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

**Unit 154**      **Facilitate coaching and mentoring of practitioners in health and social care or children and young people’s settings**

**Outcome 1**      Understand the benefits of coaching and mentoring practitioners in health and social care or children and young people’s settings

**Assessment Criteria**

The learner can:

- 1.1 Analyse the differences between coaching and mentoring
- 1.2 Explain circumstances when coaching would be an appropriate method of supporting learning at work
- 1.3 Explain circumstances when mentoring would be an appropriate method of supporting learning at work
- 1.4 Explain how coaching and mentoring complement other methods of supporting learning
- 1.5 Analyse how coaching and mentoring at work can promote the business objectives of the work setting
- 1.6 Evaluate the management implications of supporting coaching and mentoring in the work setting
- 1.7 Explain how coaching and mentoring in the work setting can contribute to a learning culture
- 1.8 Explain the importance of meeting the learning needs of coaches and mentors.

**Unit 154**      **Facilitate coaching and mentoring of practitioners in health and social care or children and young people’s settings**

**Outcome 2**      Be able to promote coaching and mentoring of practitioners in health and social care or children and young people’s settings

**Assessment Criteria**

The learner can:

- 2.1 Promote the benefits of coaching and mentoring in the work setting
- 2.2 Support practitioners to identify learning needs where it would be appropriate to use coaching.
- 2.3 Support practitioners to identify learning needs where it would be appropriate to use mentoring
- 2.4 Explain the different types of information, advice and guidance that can support learning in the work setting
- 2.5 Demonstrate a solution-focused approach to promoting coaching and mentoring in the work setting.

**Unit 154**      **Facilitate coaching and mentoring of practitioners in health and social care or children and young people’s settings**

**Outcome 3**      Be able to identify the coaching and mentoring needs of practitioners in health and social care or children and young people’s settings

**Assessment Criteria**

The learner can:

- 3.1 Use **different information sources** to determine the coaching and mentoring needs of practitioners in the work setting
- 3.2 Plan coaching and mentoring activities.

**Additional Guidance**

**Different information sources** may include:

- Strategic/business plans
- New legislation/regulation
- Supervision agreements/professional development plans
- Availability and expertise of coaches and mentors in the work setting
- Service users who have different needs

**Unit 154**      **Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings**

**Outcome 4**      Be able to implement coaching and mentoring activities in health and social care or children and young people's settings p

**Assessment Criteria**

The learner can:

- 4.1 Support the implementation of coaching and mentoring activities
- 4.2 Select the most appropriate person to act as coach or mentor
- 4.3 Explain the support needs of those who are working with peers as coaches or mentors
- 4.4 Provide coaching in a work setting according to the agreed plan
- 4.5 Provide mentoring in a work setting according to the agreed plan.

<b>Unit 154</b>	<b>Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings</b>
Outcome 5	Be able to review the outcomes of coaching and mentoring in health and social care or children and young people's settings

**Assessment Criteria**

The learner can:

- 5.1 Review how the use of coaching and mentoring in the work setting has supported business objectives
- 5.2 Evaluate the impact of coaching and mentoring on practice
- 5.3 Develop plans to support the future development of coaching and mentoring in the work setting.

## Unit 155

# Manage induction in health and social care or children and young people's settings

**Level:** 4  
**Credit value:** 3  
**UAN number:** T/602/2574

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose of induction for health and social care or children and young people's settings
2. Be able to manage the induction process in health, social care and children and young people's work settings
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings
4. Be able to evaluate the induction process in health and social care or children and young people's settings
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 444 LMC A3.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

## Unit 155                    **Manage induction in health and social care or children and young people’s settings**

Outcome 1                    Understand the purpose of induction for health and social care or children and young people’s settings

### **Assessment Criteria**

The learner can:

- 1.1        Explain why induction is important for **practitioners, individuals** and organisations
- 1.2        Identify information and support materials that are available to promote effective induction
- 1.3        Explain the link between induction processes, qualifications and progression routes in the sector
- 1.4        Analyse the role of the induction process in supporting others to understand the values, principles and **agreed ways of working** within a work setting
- 1.5        Analyse the role of induction in safeguarding individuals and others within a work setting.

### **Additional Guidance**

**Practitioners** could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers

**Individuals** are those accessing care or services

**Agreed ways of working** will include policies and procedures where these exist.



## Unit 155

### Manage induction in health and social care or children and young people's settings

#### Outcome 2

Be able to manage the induction process in health, social care and children and young people's work settings

#### Assessment Criteria

The learner can:

- 2.1 Explain the **factors that influence** induction processes for practitioners
- 2.2 Develop an induction programme in agreement with others
- 2.3 Manage the induction process for practitioners.

#### Additional Guidance

**Factors that influence** could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs

## Unit 155

### Manage induction in health and social care or children and young people's settings

#### Outcome 3

Be able to support the implementation of induction processes in health, social care and children and young people's work settings

#### Assessment Criteria

The learner can:

- 3.1 Identify different methods that can be used to support the induction process for practitioners
- 3.2 Support **others** involved in the induction of practitioners
- 3.3 Obtain feedback from others on practitioners' achievement of identified induction requirements
- 3.4 Support practitioners to reflect on their learning and achievement of induction requirements
- 3.5 Provide feedback to practitioners on achievement of induction requirements
- 3.6 Support personal development planning for a practitioner on completion of induction.

#### Additional Guidance

**Others** may include:

- Workers / Practitioners
- Carers
- Significant others
- Individuals who access services
- Line managers
- Other professionals

## **Unit 155**

### **Manage induction in health and social care or children and young people's settings**

#### **Outcome 4**

Be able to evaluate the induction process in health and social care or children and young people's settings

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the importance of continuous organisational improvement in the provision of induction
- 4.2 Obtain feedback on the induction process from practitioners
- 4.3 Obtain feedback on the induction process from others in the work setting
- 4.4 Use feedback to identify areas for improvement within the induction process.

## **Unit 155**

### **Manage induction in health and social care or children and young people's settings**

#### **Outcome 5**

Be able to implement improvements to the induction process in health and social care or children and young people's settings

#### **Assessment Criteria**

The learner can:

- 5.1 Work with others to identify improvements within the induction process
- 5.2 Work with others to implement changes required to address areas for improvement within the induction process.

## Unit 156

# Facilitate change in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN number:** F/602/2612

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the principles of change management in health and social care or children and young people's settings
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings
3. Be able to develop an approved change management plan in health and social care or children and young people's settings
4. Be able to gain support for a proposed change in health and social care or children and young people's settings
5. Be able to implement approved change management plans in health and social care or children and young people's settings
6. Be able to evaluate the change management process in health and social care or children and young people's settings

### Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMC A2, MSC C5.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.

## Unit 156

### Facilitate change in health and social care or children and young people's settings

#### Outcome 1

Understand the principles of change management in health and social care or children and young people's settings

#### Assessment Criteria

The learner can:

- 1.1 Analyse **factors** that drive change
- 1.2 Describe underpinning theories of change management
- 1.3 Describe approaches, tools and techniques that support the change process
- 1.4 Explain the importance of effective change management for service provision.

#### Additional guidance

**Factors** may include:

- Internal
- External

## Unit 156

# Facilitate change in health and social care or children and young people's settings

## Outcome 2

Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 2.1 Promote the benefits of change
- 2.2 Analyse **challenges** that may arise during the process of change
- 2.3 Enable others to express views about proposed change
- 2.4 Agree with **others** the changes that need to be made.

### Additional guidance

**Challenges** may include:

- anxiety
- stress
- resistance
- fear
- resources
- competence

**Others** may include:

- individuals
- practitioners
- families and friends of individuals
- advocates
- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service

## Unit 156 Facilitate change in health and social care or children and young people's settings

Outcome 3 Be able to develop an approved change management plan in health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 3.1 Analyse the **impact** of a proposed change to the **service provision**
- 3.2 Produce a change management plan that takes account of the identified impact
- 3.3 Establish criteria against which the plan can be evaluated
- 3.4 Secure any approvals required for the **change management plan**.

### Additional guidance

**Impact** may include:

- risks
- costs
- benefits

**Service provision** may include:

- individuals
- team members
- practitioners
- stakeholders
- service delivery

**Change management plan** may include:

- a workforce development plan
- a resources plan
- a support plan for individuals and others affected by the change
- a communication plan
- contingency plans



## Unit 156 **Facilitate change in health and social care or children and young people's settings**

Outcome 4 Be able to gain support for a proposed change in health and social care or children and young people's settings

### **Assessment Criteria**

The learner can:

- 4.1 Ensure own actions serve as a positive role model when introducing change
- 4.2 Identify others who can promote the vision for change
- 4.3 Use strategies that address resistance to change
- 4.4 Implement a **communication strategy** to support others to understand a proposed change.

### **Additional guidance**

The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate:

- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary

## Unit 156

### Facilitate change in health and social care or children and young people's settings

#### Outcome 5

Be able to implement approved change management plans in health and social care or children and young people's settings

#### Assessment Criteria

The learner can:

- 5.1 Agree roles and responsibilities for implementing change management plan
- 5.2 Support others to carry out their agreed roles in a change management plan
- 5.3 Adapt a change management plan to address issues as they arise
- 5.4 Establish strategies for ensuring that the quality of service for **individuals** is maintained during a period of change.

#### Additional guidance

**Individuals** are those accessing care or services

## **Unit 156**

### **Facilitate change in health and social care or children and young people's settings**

#### **Outcome 6**

Be able to evaluate the change management process in health and social care or children and young people's settings

#### **Assessment Criteria**

The learner can:

- 6.1 Agree systems to monitor the effectiveness of the change management plan
- 6.2 Work with others to review the change management plan against identified criteria
- 6.3 Evaluate outcomes of the change for individuals.

## Unit 157

# Manage an inter-professional team in a health and social care or children and young people's setting

**Level:** 6  
**Credit value:** 7  
**UAN number:** L/602/2743

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to manage inter-professional team in health and social care or children and young people's settings.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the principles of inter-professional working within health and social care or children and young people's settings
2. Be able to manage service objectives through the inter-professional team in health and social care or children and young people's setting
3. Be able to promote inter-professional team working in health and social care or children and young people's settings
4. Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting
5. Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people's setting

### Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMC D3, CCLD 423.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work environment.

## Unit 157 **Manage an inter-professional team in a health and social care or children and young people's setting**

Outcome 1 Understand the principles of inter-professional working within health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 1.1 Analyse how **inter-professional** working promotes positive outcomes for **individuals**
- 1.2 Analyse the complexities of working in inter-professional teams
- 1.3 Explain how inter-professional teamwork is influenced by:
  - legislative frameworks
  - regulation
  - government initiatives
  - professional codes of practice or professional standards
  - service objectives.

### Additional Guidance

**Inter-professional:** where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions.

An **individual** is someone accessing care or support.

**Unit 157**                    **Manage an inter-professional team in a health and social care or children and young people’s setting**

Outcome 2                    Be able to manage service objectives through the inter-professional team in health and social care or children and young people’s setting

**Assessment Criteria**

The learner can:

- 2.1    Work with others to identify how team objectives contribute to service objectives
- 2.2    Establish plans to meet service objectives
- 2.3    Allocate roles and responsibilities to meet service objectives.

<b>Unit 157</b>	<b>Manage an inter-professional team in a health and social care or children and young people's setting</b>
Outcome 3	Be able to promote inter-professional team working in health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 3.1 Establish governance arrangements within inter-professional working arrangements to include:
  - Accountability
  - Lines of communication
  - Professional supervision
  - Continuing professional development
- 3.2 Establish protocols within inter-professional working arrangements to include:
  - Confidentiality and information sharing
  - Record keeping
  - Resources
  - Concerns and complaints
- 3.3 Identify **supports** available to enhance inter-professional working
- 3.4 Support **others** to understand distinctive roles within the team
- 3.5 Facilitate communication within the inter-professional team
- 3.6 Work with the team to resolve **dilemmas** that may arise.

### Additional Guidance

**Supports** may include training, team building, team meetings, professional supervisions, case discussions, dissemination of best practice.

**Others** may include:

- individuals
- team members
- external professionals
- carers

**Dilemmas:** Issues where there is a divided opinion or ethical concerns about a course of action.

## Unit 157

### **Manage an inter-professional team in a health and social care or children and young people's setting**

#### Outcome 4

Be able to manage processes for inter-professional work with individuals in health and social care or children and young people's setting

#### **Assessment Criteria**

The learner can:

- 4.1 Ensure that plans for individuals are based on a formal assessment
- 4.2 Work with the team to identify the lead practitioners for the implementation of individuals' plans
- 4.3 Agree roles and responsibilities of all those involved in implementing plans
- 4.4 Ensure that information pertinent to the implementation of plans is exchanged between those involved
- 4.5 Develop processes for the review of individuals' plans.



**Unit 157**                      **Manage an inter-professional team in a health and social care or children and young people’s setting**

Outcome 5                      Be able to evaluate the effectiveness of inter-professional team work in health and social care or children and young people’s setting

**Assessment Criteria**

The learner can:

- 5.1    Work with others to monitor the effectiveness of the inter-professional team against service objectives
- 5.2    Work with others to identify:
  - areas of best practice
  - areas for improvement
- 5.3    Work with others to develop an action plan to improve inter-professional team work.

## Unit 158

# Manage finance within own area of responsibility in health and social care or children and young people's settings

**Level:** 4  
**Credit value:** 4  
**UAN number:** T/602/2753

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand financial management in own work setting
2. Be able to plan budget requirement for own area of responsibility
3. Be able to manage a budget
4. Be able to evaluate financial expenditure within own area of responsibility

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMC E8, CCLD 4424, MSC E1, MSC E2d.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

**Unit 158**                    **Manage finance within own area of responsibility in health and social care or children and young people's settings**

**Outcome 1**                Understand financial management in own work setting

**Assessment Criteria**

The learner can:

- 1.1 Explain the importance of effective financial management systems within own work setting
- 1.2 Outline sources of funding that are used to construct the budget for own work setting
- 1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.

**Unit 158**                      **Manage finance within own area of responsibility in health and social care or children and young people's settings**

**Outcome 2**                      Be able to plan budget requirement for own area of responsibility

**Assessment Criteria**

The learner can:

- 2.1 Work with others to calculate the financial resources required to meet objectives within own area of responsibility
- 2.2 Communicate budget requirements within remit of role and responsibility to inform overall budget build
- 2.3 Analyse the impact of an insufficient budget on service delivery
- 2.4 Work with **others** to prioritise budget allocation in own area of responsibility.

**Additional Guidance**

**Others** may include:

- Individuals and those important to them
- Team members
- Trustees, owners or other senior decision-makers
- Regulators or commissioners

## Unit 158      Manage finance within own area of responsibility in health and social care or children and young people's settings

Outcome 3      Be able to manage a budget

### Assessment Criteria

The learner can:

- 3.1 Explain the financial management systems that are available to monitor budget for own area of responsibility
- 3.2 Agree roles and responsibilities of others in recording financial expenditure
- 3.3 Calculate planned expenditure over the **financial period**
- 3.4 Monitor actual spend against planned expenditure
- 3.5 Analyse variances between planned and actual expenditure
- 3.6 Implement corrective action to address any variances
- 3.7 Make revisions to the budget to take account of variances and **new developments**.

### Additional Guidance

**Financial period** may include:

- Monthly
- Quarterly
- Half year
- Full year

**New developments** may include:

- Change to service provision
- External economic factors
- Government initiatives
- Human Resource requirements

**Unit 158**                    **Manage finance within own area of responsibility in health and social care or children and young people's settings**

Outcome 4                    Be able to evaluate financial expenditure within own area of responsibility

**Assessment Criteria**

The learner can:

- 4.1    Review actual expenditure against planned expenditure within financial period
- 4.2    Report findings from budget reviews
- 4.3    Make recommendations for adjustments for budget planning and management.

## Unit 159

# Manage quality in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 5  
**UAN number:** R/602/2758

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the context of quality assurance in a health and social care or children and young people's setting
2. Be able to implement quality standards in a health and social care or children and young people's setting
3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

### Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMC E3, LMC A5, CCLD 427, MSC F13, HSC436.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2 and 3 must be assessed in a real work environment.

## Unit 159

### Manage quality in health and social care or children and young people's settings

#### Outcome 1

Understand the context of quality assurance in a health and social care or children and young people's setting

#### Assessment Criteria

The learner can:

- 1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
- 1.2 Analyse how quality standards influence positive outcomes for **individuals**
- 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards.

#### Additional Guidance

**Individuals** are those accessing care or support



## Unit 159

### Manage quality in health and social care or children and young people's settings

#### Outcome 2

Be able to implement quality standards in a health and social care or children and young people's setting

#### Assessment Criteria

The learner can:

2.1 Work with team members and others to:

- agree quality standards for the service
- select indicators to measure agreed standards
- identify controls to support the achievement of agreed standards

2.2 Develop systems and processes to measure achievement of quality standards

2.3 Support team members to carry out their roles in implementing quality controls

2.4 Explain how quality assurance standards relate to performance management.

## Unit 159

### Manage quality in health and social care or children and young people's settings

#### Outcome 3

Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

#### Assessment Criteria

The learner can:

- 3.1 Support team members to carry out their roles in monitoring quality indicators
- 3.2 Use selected indicators to evaluate the achievement of quality standards
- 3.3 Work with others to identify:
  - areas of best practice
  - areas for improvement
- 3.4 Work with **others** to develop an action plan to improve quality of service.

#### Additional Guidance

**Others** may include:

- Individuals
- Advocates
- Family members
- Others important to the individual's well-being

**Level:** 5  
**Credit value:** 6  
**UAN number:** J/602/3065

**Unit aim**

The purpose of this unit is to assess the learner's knowledge, understanding and skills to be able to lead the provision for babies and young children.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the legal requirements governing the provision for babies and young children in UK home nation
2. Be able to lead provision for babies and young children
3. Be able to manage all aspects of physical care for babies and young children
4. Be able to identify how attachment needs of babies and young children inform provision

**Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to

CCLD 403 Support programmes for the promotion of children's development

CCLD 405 Co-ordinate provision for babies and children under 3 years in partnership with their families.

**Support of the unit by a sector or other appropriate body (if required)**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment

## **Unit 16o**

## **Leading provision for babies and young children**

### **Outcome 1**

Understand the legal requirements governing the provision for babies and young children in UK home nation

### **Assessment Criteria**

The learner can:

- 1.1 Outline the current legal requirements governing the provision for babies and young children in UK home nation
- 1.2 Analyse the impact of current legal requirements on the range of provision for babies and young children.

## Unit 16o

## Leading provision for babies and young children

### Outcome 2

Be able to lead provision for babies and young children

#### Assessment Criteria

The learner can:

- 2.1 Facilitate the involvement of carers, babies and young children in the planning of provision according to their age, needs and abilities
- 2.2 Provide detailed, factual and accessible information to carers about the provision
- 2.3 Ensure that diversity is valued and respected and is reflected in the provision
- 2.4 Ensure that information that will be shared with **others** is clarified with carers
- 2.5 Provide balanced and flexible provision to meet babies and young children's individual developmental needs
- 2.6 Review the provision with carers and others in meeting the individual needs of babies and young children
- 2.7 Make recommendations for changes to the provision to meet the needs of babies, young children and carers.

#### Additional Guidance

**Others** may include:

- Other professionals
- Workers
- Colleagues

## **Unit 16o**

## **Leading provision for babies and young children**

### **Outcome 3**

Be able to manage all aspects of physical care for babies and young children

#### **Assessment Criteria**

The learner can:

- 3.1 Promote the use of policies and procedures that govern the practice and provision of all aspects of physical care of babies and young children
- 3.2 Monitor workers practice in the provision of all aspects of physical care for babies and young children
- 3.3 Provide constructive feedback to workers on the provision of physical care to babies and young children
- 3.4 Involve workers in the review of policies, procedures and practice in the light of current and emerging thinking.

## **Unit 16o**

### **Outcome 4**

## **Leading provision for babies and young children**

Be able to identify how attachment needs of babies and young children inform provision

### **Assessment Criteria**

The learner can:

- 4.1 Explain the theoretical basis for meeting the attachment needs of babies and young children
- 4.2 Evaluate the ways in which provision meets the attachment needs of babies and young children
- 4.3 Use the evaluation of provision to inform future practice.

**Level:** 5  
**Credit value:** 5  
**UAN number:** K/602/3074

**Unit aim**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to develop provision for family support.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation
2. Be able to develop provision for family support
3. Be able to implement provision for family support
4. Be able to support others to establish positive relationships with families

**Guided learning hours**

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to

CCLD 422 Co-ordinate work with families

CCLD 412 Evaluate and co-ordinate the environment for children and families.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment



## **Unit 161**

## **Develop provision for family support**

### **Outcome 1**

Understand the key policies and legislative frameworks that govern the provision of family support in UK home nation

### **Assessment Criteria**

The learner can:

- 1.1 Outline the current key policies and legislative frameworks that govern the provision for family support
- 1.2 Analyse the impact of key policies and legislative frameworks on the range of provision for family support.

## **Unit 161**

## **Develop provision for family support**

### **Outcome 2**

### **Be able to develop provision for family support**

#### **Assessment Criteria**

The learner can:

- 2.1 Develop the aims and purpose of the provision to meet identified needs
- 2.2 Plan how the aims and purpose of the provision will be achieved
- 2.3 Provide detailed, factual and accessible information to others about the provision.

## **Unit 161**

## **Develop provision for family support**

### **Outcome 3**

### **Be able to implement provision for family support**

#### **Assessment Criteria**

The learner can:

- 3.1 Work with families and others to identify the specific provision required to meet their needs
- 3.2 Support workers to identify a range of interventions, tools and resources available to meet the needs of families
- 3.3 Monitor workers practice in the provision of family support
- 3.4 Provide constructive feedback to workers on practice in provision of family support
- 3.5 Work with families and others to evaluate how their needs have been met by provision
- 3.6 Ensure that information that will be shared with others is clarified with families.

## **Unit 161**

## **Develop provision for family support**

### **Outcome 4**

Be able to support others to establish positive relationships with families

#### **Assessment Criteria**

The learner can:

- 4.1 Explain the principles of establishing positive relationships with families
- 4.2 Support workers to use a solution focussed approach to address difficulties in establishing relationships with families
- 4.3 Support workers to share best practice in relation to establishing positive relationships with families.

## Unit 162

# Lead support for disabled children and young people and their carers

**Level:** 6  
**Credit value:** 8  
**UAN number:** M/602/2380

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to lead service provision that supports disabled children and young people and their carers.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how legislation and policy influences provision for disabled children and young people and their carers
2. Understand the potential impact of disability on children and young people and their carers
3. Be able to lead child and young person centred provision
4. Be able to work in partnership with others to promote services for children and young people and their carers

### Guided learning hours

It is recommended that **57** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to

CCLD414 Co-ordinate and support provision for disabled children and those with special educational needs.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in the work setting.

**Unit 162**                    **Lead support for disabled children and young people and their carers**

**Outcome 1**                Understand how legislation and policy influences provision for disabled children and young people and their carers

**Assessment Criteria**

The learner can:

- 1.1 Evaluate how emergent thinking and research have influenced legislation and policy over time
- 1.2 Evaluate how the development of legislation and policies has influenced current provision.

**Unit 162**                    **Lead support for disabled children and young people and their carers**

Outcome 2                    Understand the potential impact of disability on children and young people and their carers

**Assessment Criteria**

The learner can:

- 2.1    Research the prevalence and cause of disabilities in children and young people
- 2.2    Explain how disabilities may impact on children and young people
- 2.3    Explain how disabilities experienced by children and young people may impact on carers
- 2.4    Explain how early intervention is linked to positive outcomes for disabled children and young people and their carers.

## Unit 162      Lead support for disabled children and young people and their carers

Outcome 3      Be able to lead child and young person centred provision

### Assessment Criteria

The learner can:

- 3.1 Explain the features of child and young people centred provision
- 3.2 Promote an ethos that focuses on the child or young person rather than the disability
- 3.3 Lead work with children and young people to develop accessible information about service provision
- 3.4 Lead child and young person centred assessments that focus on strengths and abilities to identify the support required
- 3.5 Work with **others** to plan provision that meets the identified needs of children and young people
- 3.6 Implement provision that meets the identified needs of children and young people
- 3.7 Evaluate with children and young people and their carers how well the service provision meets their needs.

### Additional Guidance

**Others** may include:

- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students
- Other professionals
- Advocates



## **Unit 162**

### **Lead support for disabled children and young people and their carers**

#### **Outcome 4**

Be able to work in partnership with others to promote services for children and young people and their carers

#### **Assessment Criteria**

The learner can:

- 4.1 Analyse how specialist agencies and other professionals impact on wider opportunities for children and young people and their carers
- 4.2 Share information with others to promote the wellbeing and positive outcomes for children, young people and their carers
- 4.3 Work in partnership with others to obtain additional support for children, young people and their carers.

**Level:** 6  
**Credit value:** 8  
**UAN number:** F/602/2383

**Unit aim**

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's communication in an early years setting.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Understand the impact of research on the development of children's communication skills in early years settings
2. Be able to facilitate the assessment of children's communication, language and literacy in early years settings
3. Be able to manage an environment in early years settings that promotes children's communication, language and literacy development
4. Be able to lead others in engagement with children that promotes communication, language and literacy development
5. Be able to manage programmes to support children's communication, language and literacy development in early years settings

**Guided learning hours**

It is recommended that **54** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to

CCLD 409 Evaluate, assess and support children's communication.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in the work setting.

## **Unit 163**

### **Support others to promote children's communication in an early years setting**

#### **Outcome 1**

Understand the impact of research on the development of children's communication skills in early years settings

#### **Assessment Criteria**

The learner can:

1.1 Analyse how research has impacted on:

- provision for children's communication, language and literacy development
- workplace procedures and practices
- own professional practice.

## Unit 163

### Support others to promote children's communication in an early years setting

#### Outcome 2

Be able to facilitate the assessment of children's communication, language and literacy in early years settings

#### Assessment Criteria

The learner can:

- 2.1 Identify the **relevant curriculum and assessment frameworks** against which children's communication, language and literacy development will be measured
- 2.2 Facilitate the assessment of children's communication, language and literacy skills
- 2.3 Involve **others** in the development and implementation of assessment processes
- 2.4 Support others to recognise and celebrate children's achievement
- 2.5 Support **practitioners** to recognise and refer issues and areas of concern.

#### Additional Guidance

##### Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for

- What information and resources are required
- What planning and implementation arrangements are required

**Others** may include:

- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

**Practitioners** could include:

- Workers
- Colleagues

## **Unit 163**

### **Support others to promote children's communication in an early years setting**

#### **Outcome 3**

Be able to manage an environment in early years settings that promotes children's communication, language and literacy development

#### **Assessment Criteria**

The learner can:

- 3.1 Evaluate the suitability of the environment and resources of early years settings to promote children's communication, language and literacy development
- 3.2 Make recommendations for improvements to the environment and resources of the early years setting to promote children's communication, language and literacy development
- 3.3 Support others to develop a stimulating learning environment to promote children's communication, language and literacy development.

## **Unit 163**

### **Support others to promote children's communication in an early years setting**

#### **Outcome 4**

Be able to lead others in engagement with children that promotes communication, language and literacy development

#### **Assessment Criteria**

The learner can:

- 4.1 Assess the quality of interactions with children
- 4.2 Support others to make improvements to practice.

## Unit 163

### Support others to promote children's communication in an early years setting

#### Outcome 5

Be able to manage programmes to support children's communication, language and literacy development in early years settings

#### Assessment Criteria

The learner can:

- 5.1 Ensure the planning and development of programmes **maximises opportunities** for children's communication, language and literacy development
- 5.2 Support others to implement programmes that develop children's communication, language and literacy
- 5.3 Support others to evaluate the effectiveness of programmes that develop children's communication, language and literacy
- 5.4 Support practitioners to involve children and their carers in evaluating programmes that develop children's communication, language and literacy
- 5.5 Make recommendations for changes to programmes to develop children's communication, language and literacy.

#### Additional Guidance

##### Maximise opportunities

Consider

- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

## Unit 164

# Support others to promote children's mathematical development and problem solving skills in an early years setting

**Level:** 5  
**Credit value:** 7  
**UAN number:** A/602/2138

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's mathematical development and problem solving skills in an early years setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the impact of research on the development of children's mathematical and problem solving skills in early years settings
2. Be able to facilitate the assessment process of children's mathematical and problem solving skills in early years settings
3. Be able to manage an environment in early years settings that promotes children's mathematical and problem solving skills
4. Be able to manage programmes to support children's mathematical and problem solving skills development in early years settings

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to

CCLD 411 Evaluate, assess and support children's mathematical learning, exploration and problem solving.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 must be assessed in the work setting.



**Unit 164**      **Support others to promote children’s mathematical development and problem solving skills in an early years setting**

**Outcome 1**      Understand the impact of research on the development of children's mathematical and problem solving skills in early years settings

**Assessment Criteria**

The learner can:

1.1      Analyse how research has impacted on:

- Provision for children’s mathematical and problem solving skills
- workplace procedures and practices
- own professional practice.

## Unit 164 Support others to promote children's mathematical development and problem solving skills in an early years setting

Outcome 2 Be able to facilitate the assessment process of children's mathematical and problem solving skills in early years settings

### Assessment Criteria

The learner can:

- 2.1 Identify the **relevant curriculum and assessment frameworks** against which children's mathematical and problem solving skills development will be measured
- 2.2 Facilitate the assessment of children's mathematical and problem solving skills development
- 2.3 Involve **others** in the development and implementation of assessment processes
- 2.4 Support others to recognise and celebrate children's achievement
- 2.5 Support **practitioners** to recognise and refer appropriately issues and areas of concern.

### Additional Guidance

#### Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for

- What information and resources are required
- What planning and implementation arrangements are required

**Others** may include:

- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

**Practitioners** could include:

- Workers
- Colleagues

**Unit 164**      **Support others to promote children’s mathematical development and problem solving skills in an early years setting**

**Outcome 3**      Be able to manage an environment in early years settings that promotes children’s mathematical and problem solving skills

**Assessment Criteria**

The learner can:

- 3.1 Evaluate the suitability of the environment and resources of early years setting to promote children's mathematical and problem solving skills
- 3.2 Make recommendations for improvements to the environment and resources of the early years setting to promote children's mathematical and problem solving skills development
- 3.3 Support others to develop a stimulating learning environment to promote children’s mathematical and problem solving skills.

## Unit 164 Support others to promote children's mathematical development and problem solving skills in an early years setting

Outcome 4 Be able to manage programmes to support children's mathematical and problem solving skills development in early years settings

### Assessment Criteria

The learner can:

- 4.1 Ensure the planning and development of programmes **maximises opportunities** for children's mathematical and problem solving skills development
- 4.2 Support others to implement programmes that develop children's mathematical and problem solving skills
- 4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's mathematical and problem solving skills
- 4.4 Support others to evaluate the effectiveness of programmes that develop children's mathematical and problem solving skills
- 4.5 Make recommendations for changes to programmes to develop mathematical and problem solving skills.

### Additional Guidance

#### Maximise opportunities

Consider

- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

## Unit 165

# Support others to promote children's knowledge and understanding of the world in an early years setting

**Level:** 5  
**Credit value:** 7  
**UAN number:** A/602/2141

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's knowledge and understanding of the world in an early years setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings
2. Be able to facilitate the assessment process of children's knowledge and understanding of the world in early years settings
3. Be able to manage indoor and outdoor environments in early years settings that promotes children's knowledge and understanding of the world
4. Be able to manage programmes to support children's knowledge and understanding of the world in early years settings

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to the

CCLD 403 Support programmes for the promotion of children's development

CCLD 407 Support and evaluate the curriculum for children's early learning

CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children

CCLD 417 Establish and sustain relationships with providers of services to children and families

CCLD 419 Contribute to the enhancement of early education for children.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning outcomes 2, 3, 4 must be assessed in the work setting.

**Unit 165**      **Support others to promote children’s knowledge and understanding of the world in an early years setting**

**Outcome 1**      Understand the impact of research on the development of children's knowledge and understanding of the world in early year settings

**Assessment Criteria**

The learner can:

- 1.1 Analyse how research has impacted on:
- provision for children’s knowledge and understanding of the world
  - use of outdoor spaces within local environment
  - workplace procedures and practices
  - own professional practice.

## Unit 165 Support others to promote children’s knowledge and understanding of the world in an early years setting

Outcome 2 Be able to facilitate the assessment process of children’s knowledge and understanding of the world in early years settings

### Assessment Criteria

The learner can:

- 2.1 Identify the **relevant curriculum and assessment frameworks** against which children’s development of knowledge and understanding of the world will be measured
- 2.2 Facilitate the assessment of children's knowledge and understanding of the world
- 2.3 Involve others in the development and implementation of assessment processes
- 2.4 Support **others** to recognise and celebrate children’s achievement
- 2.5 Support **practitioners** to recognise and refer issues and areas of concern in relation to children’s knowledge and understanding of the world.

### Additional Guidance

#### Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for

- What information and resources are required
- What planning and implementation arrangements are required

**Others** may include:

- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

**Practitioners** could include:

- Workers
- Colleagues



**Unit 165**      **Support others to promote children’s knowledge and understanding of the world in an early years setting**

**Outcome 3**      Be able to manage indoor and outdoor environments in early years settings that promotes children’s knowledge and understanding of the world

**Assessment Criteria**

The learner can:

- 3.1 Evaluate the suitability and safety of the indoor environment and resources of early years setting to promote children's knowledge and understanding of the world
- 3.2 Evaluate the suitability and safety of the outdoor environment and resources of early years setting to promote children's knowledge and understanding of the world
- 3.3 Support others to develop a stimulating learning environment to promote children’s knowledge and understanding of the world
- 3.4 Support others to utilise outdoor spaces, different local landscapes and the natural environment in promoting children's knowledge and understanding of the world
- 3.5 Make recommendations for improvements to the environment and resources of the early years setting to promote children's knowledge and understanding of the world.

## Unit 165 Support others to promote children’s knowledge and understanding of the world in an early years setting

Outcome 4 Be able to manage programmes to support children’s knowledge and understanding of the world in early years settings

### Assessment Criteria

The learner can:

- 4.1 Ensure the planning and development of programmes **maximises opportunities** for children’s development of knowledge and understanding of the world
- 4.2 Support others to implement programmes that develop children's knowledge and understanding of the world
- 4.3 Support practitioners to involve children and their carers in evaluating programmes that develop children's knowledge and understanding of the world.
- 4.4 Support others to evaluate the effectiveness of programmes that develop children's knowledge and understanding of the world
- 4.5 Make recommendations for changes to programmes to develop children's knowledge and understanding of the world.

### Additional Guidance

#### Maximise opportunities

Consider

- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

## Unit 166

# Support others to promote children's physical development in an early years setting

**Level:** 5  
**Credit value:** 7  
**UAN number:** L/602/2435

### Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills that are required to support others to promote children's physical development in an early years setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the impact of research on the physical development of children in early years settings
2. Be able to facilitate the assessment process of children's physical development in early years settings
3. Be able to manage indoor and outdoor environments that promote children's physical development in early years settings
4. Be able to manage programmes to support children's physical development in early years settings

### Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to

CCLD 403 Support programmes for the promotion of children's development

CCLD 407 Support and evaluate the curriculum for children's early learning

CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children;

CCLD 419 Contribute to the enhancement of early education for children.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

Learning Outcomes 2, 3 and 4 **must** be assessed in the work setting.

## Unit 166

### Support others to promote children's physical development in an early years setting

#### Outcome 1

Understand the impact of research on the physical development of children in early years settings

#### Assessment Criteria

The learner can:

- 1.1 Analyse how research has impacted on:
  - provision for children's physical development
  - use of outdoor spaces within local environments
  - workplace procedures and practices
  - own professional practice.

## Unit 166 Support others to promote children’s physical development in an early years setting

Outcome 2 Be able to facilitate the assessment process of children’s physical development in early years settings

### Assessment Criteria

The learner can:

- 2.1 Identify the **relevant curriculum and assessment frameworks** against which children’s physical development will be measured
- 2.2 Facilitate the assessment of children's physical development
- 2.3 Involve **others** in the development and implementation of assessment processes
- 2.4 Support others to recognise and celebrate children’s achievement
- 2.5 Support **practitioners** to recognise and refer issues and areas of concern in relation to children’s physical development.

### Additional Guidance

#### Relevant curriculum and assessment frameworks

Those which operate in the specific home country.

Look for

- What information and resources are required
- What planning and implementation arrangements are required

**Others** may include:

- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

**Practitioners** could include:

- Workers
- Colleagues

**Unit 166**                      **Support others to promote children’s physical development in an early years setting**

Outcome 3                      Be able to manage indoor and outdoor environments that promote children’s physical development in early years settings

**Assessment Criteria**

The learner can:

- 3.1 Evaluate the suitability and safety of the indoor environment and resources of the early years setting to promote children's physical development
- 3.2 Evaluate the suitability and safety of the outdoor environment and resources of the early years setting to promote children's physical development
- 3.3 Make recommendations for improvements to the environment and resources of the early years setting to promote children's physical development
- 3.4 Support others to develop a stimulating learning environment to promote children’s physical development
- 3.5 Support others to understand the importance of outdoor spaces and the natural environment in promoting physical development.

## Unit 166 Support others to promote children’s physical development in an early years setting

Outcome 4 Be able to manage programmes to support children’s physical development in early years settings

### Assessment Criteria

The learner can:

- 4.1 Ensure the planning and development of programmes **maximises opportunities** for children’s physical development
- 4.2 Support others to implement programmes that support children's physical development
- 4.3 Support practitioners to involve children and their carers in evaluating programmes that support children's physical development
- 4.4 Support others to evaluate the effectiveness of programmes that support children's physical development
- 4.5 Make recommendations for changes to programmes to develop children's physical development.

### Additional Guidance

#### Maximise opportunities

Consider

- Ages, Needs, Abilities
- Approaches, strategies and guidance in own home country
- Strategies to adapt practice to provide additional support as required
- How to incorporate activities to support knowledge and understanding of the world into areas of play, imagination and learning
- Use of the wider environment, natural landscapes, urban landscapes

**Level:** 4  
**Credit value:** 4  
**UAN number:** A/602/2415

**Unit aim**

The purpose of this unit is to assess the learners' knowledge, understanding and skills required to develop the environment for children and young people.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will:

1. Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting
2. Be able to manage an environment which supports the needs of children and young people

**Guided learning hours**

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to

CCLD 412 Evaluate and co-ordinate the environment for children and families.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

Learning outcome 2 **must** be assessed in the work setting.



**Unit 167                    Develop the environment for children and young people**

Outcome 1                Understand the legislation and regulatory requirements underpinning the environment for children and young people within own work setting

**Assessment Criteria**

The learner can:

- 1.1    Explain the legislation and regulatory requirements underpinning the environment for children and young people within own work setting.

## Unit 167      **Develop the environment for children and young people**

Outcome 2      Be able to manage an environment which supports the needs of children and young people

### **Assessment Criteria**

The learner can:

- 2.1 Explain the features of an effective environment for children and young people
- 2.2 Lead the process of planning the environment for children or young people
- 2.3 Facilitate participation of children or young people and carers in the planning of the environment
- 2.4 Support **others** to prepare the environment
- 2.5 Organise resources to meet regulatory and organisational requirements
- 2.6 Facilitate the development of an environment that promotes positive expectations of children or young people
- 2.7 Evaluate the features of own setting against current regulatory requirements and guidance for a safe, secure and inclusive environment.

### **Additional Guidance**

**Others** may include: ☐

- Children or young people
- Workers / Practitioners
- Colleagues
- Carers
- Volunteers
- Students

## Unit 168

# Undertake a research project within services for health and social care or children and young people

**Level:** 5  
**Credit value:** 10  
**UAN number:** J/602/3499

### Unit aim

The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to justify a topic for research within services for health and social care or children and young people
2. Understand how the components of research are used
3. Be able to conduct a research project within services for health and social care or children and young people
4. Be able to analyse research findings

### Guided learning hours

It is recommended that **80** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to  
CCLD 420 Undertake a research project.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

**Unit 168**                      **Undertake a research project within services for health and social care or children and young people**

**Outcome 1**                      Be able to justify a topic for research within services for health and social care or children and young people

**Assessment Criteria**

The learner can:

- 1.1      Identify the area for the research project
- 1.2      Develop the **aims and objectives** of the research project
- 1.3      Explain **ethical considerations** that apply to the area of the research project
- 1.4      Complete a literature review of chosen area of research.

**Additional Guidance**

**Aims and objectives**

The reasons, understanding and methods for conducting the research project

**Ethical considerations**

Confidentiality, sensitivity of data, seeking agreements with participants.

<b>Unit 168</b>	<b>Undertake a research project within services for health and social care or children and young people</b>
Outcome 2	Understand how the components of research are used

#### **Assessment Criteria**

The learner can:

- 2.1 Critically compare different types of research
- 2.2 Evaluate a range of methods that can be used to collect data
- 2.3 Identify a range of tools that can be used to analyse data
- 2.4 Explain the importance of validity and reliability of data used within research.

**Unit 168**                    **Undertake a research project within services for health and social care or children and young people**

Outcome 3                    Be able to conduct a research project within services for health and social care or children and young people

**Assessment Criteria**

The learner can:

- 3.1      Identify sources of support whilst conducting a research project
- 3.2      Formulate a detailed plan for a research project
- 3.3      Select research methods for the project
- 3.4      Develop research questions to be used within project
- 3.5      Conduct the research using identified research methods
- 3.6      Record and collate data.

**Unit 168**                      **Undertake a research project within services for health and social care or children and young people**

**Outcome 4**                      **Be able to analyse research findings**

**Assessment Criteria**

The learner can:

- 4.1      Use data analysis methods to analyse the data
- 4.2      Draw conclusions from findings
- 4.3      Reflect how own research findings substantiate initial literature review
- 4.4      Make recommendations related to area of research
- 4.5      Identify potential uses for the research findings within practice.

**Level:** 5  
**Credit value:** 4  
**UAN number:** H/601/5250

**Unit aim**

This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the contribution that assistive technology can make to the lives of individuals
2. Be able to facilitate the use of assistive technology
3. Be able to develop others to facilitate the use of assistive technology
4. Be able to review the provision of assistive technology

**Guided learning hours**

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to Sensory Services 4, 6, 7, 9, and 11.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.



## Unit 169

## Support the use of assistive technology

### Outcome 1

Understand the contribution that assistive technology can make to the lives of individuals

#### Assessment Criteria

The learner can:

- 1.1 Investigate and report on the range and availability of **assistive technology**
- 1.2 Research how the use of assistive technology can result in positive outcomes for individuals.

#### Additional Guidance

**Assistive technology** (AT) is defined as "any product or service designed to enable independence for disabled and older people" (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:

- human aids
- assistance dogs
- electrical/electronic devices
- low vision aids
- environmental aids

## Unit 169

## Support the use of assistive technology

### Outcome 2

### Be able to facilitate the use of assistive technology

#### Assessment Criteria

The learner can:

- 2.1 Research assistive technology solutions that meet identified needs
- 2.2 Explain how a range of assistive technology solutions can be adapted according to need and context
- 2.3 Assess the risks associated with the range of assistive technology solutions
- 2.4 Describe a range of assessment and referral processes which are used to secure assistive technology
- 2.5 Support the individual to secure the provision of appropriate assistive technology
- 2.6 Support the individual to use assistive technology.

## Unit 169

## Support the use of assistive technology

### Outcome 3

Be able to develop others to facilitate the use of assistive technology

#### Assessment Criteria

The learner can:

- 3.1 Provide information to **others** about assistive technology
- 3.2 Provide guidance to others to facilitate the use of assistive technology.

#### Additional Guidance

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

## **Unit 169**

### **Outcome 4**

## **Support the use of assistive technology**

Be able to review the provision of assistive technology

### **Assessment Criteria**

The learner can:

- 4.1 Review the assessment and referral processes used to secure assistive technology
- 4.2 Review the outcomes of assistive technology support to individuals against identified needs.

**Level:** 5  
**Credit value:** 5  
**UAN number:** K/601/5251

**Unit aim**

This unit provides the knowledge and skills needed to understand models of disability, develop others' understanding and review how they impact on individuals and organisations.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will:

1. Understand the complexities of models of disability
2. Be able to review how models of disability underpin organisational practice
3. Develop others' awareness of models of disability

**Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to Sensory Services 1,2,3,10,11.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

## **Unit 170**

## **Explore models of disability**

### **Outcome 1**

Understand the complexities of models of disability

#### **Assessment Criteria**

The learner can:

- 1.1 Explain different theoretical models of disability
- 1.2 Analyse how individuals experience different theoretical models of disability
- 1.3 Analyse how different theoretical models of disability shape organisational structures and outcomes.

## **Unit 170**

## **Explore models of disability**

### **Outcome 2**

Be able to review how models of disability underpin organisational practice

#### **Assessment Criteria**

The learner can:

- 2.1 Analyse how agreed ways of working can promote particular models of disability
- 2.2 Make recommendations for agreed ways of working that actively promote empowerment and participation
- 2.3 Implement agreed actions in the context of own role.

## Unit 170

## Explore models of disability

### Outcome 3

### Develop others' awareness of models of disability

#### Assessment Criteria

The learner can:

- 3.1 Develop activities that increase **others'** understanding of
  - models of disability
  - how they are experienced by individuals
  - how they shape organisational structure and agreed ways of working
- 3.2 Implement planned activities
- 3.3 Review the outcomes of planned activities.

#### Additional Guidance

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues



**Level:** 4  
**Credit value:** 3  
**UAN number:** A/504/2198

### Unit aim

The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the legal and organisational requirements for recording information and providing reports
2. Be able to prepare professional records and reports that meet legal requirements and agreed ways of working
3. Be able to use records and reports to inform judgments and decisions

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to SCDHSC 0041 – Maintain effective communication systems and practice and SCDHSC 0434 – Lead practice for managing disseminating records and reports

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

## Unit 637

## Develop, maintain and use records and reports

### Outcome 1

Understand the legal and organisational requirements for recording information and providing reports

#### Assessment Criteria

The learner can:

- 1.1 Specify own responsibilities and those of **others** when recording information and producing reports
- 1.2 Explain the legal requirements and **agreed ways of working** for the security and confidentiality of information

#### Additional Guidance

**Others** may include:

- Team members and colleagues
- Other professionals

**Agreed ways of working** – policies and procedures where they exist

## Unit 637

## Develop, maintain and use records and reports

### Outcome 2

Be able to prepare professional records and reports that meet legal requirements and agreed ways of working

#### Assessment Criteria

The learner can:

- 2.1 Support **individuals** to participate in the preparation of reports
- 2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
- 2.3 Maintain accurate, complete, retrievable and up to date records
- 2.4 Ensure that records and reports comply with legal and organisational requirements
- 2.5 Explain how to balance the tension between confidentiality and openness in records and reports
- 2.6 Use information communication technology (ICT) systems for the collection and storage of information
- 2.7 Use ICT that supports information exchange within and across disciplines and organisations.

#### Additional Guidance

An **individual** is someone requiring care or support

## Unit 637

### Outcome 3

## Develop, maintain and use records and reports

Be able to use records and reports to inform judgments and decisions

### Assessment Criteria

The learner can:

- 3.1 Clarify the accuracy of records and reports with individuals and others
- 3.2 Respond to feedback from those who receive records and reports
- 3.3 Demonstrate the use of facts and evidence based opinions within records and reports
- 3.4 Evaluate how own records and reports provide evidence for the basis of judgments and decisions.

## Unit 649

# Lead practice in assessing and planning for the needs of families and carers

**Level:** 5  
**Credit value:** 3  
**UAN number:** A/504/2217

### Unit aim

The purpose of this unit is to develop the learner's knowledge and skills in supporting staff in health and social care or children and young people's settings to assess the needs of families and unpaid carers.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people
2. Be able to develop the practice of staff in assessing the needs of families and carers
3. Be able to implement a care planning process to support families and carers
4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

## Unit 649      Lead practice in assessing and planning for the needs of families and carers

Outcome 1      Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people

### Assessment Criteria

The learner can:

- 1.1 Analyse the benefits and challenges faced by family and unpaid carers in providing care
- 1.2 Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
- 1.3 Support others to understand the benefits to **society** of family and unpaid carers providing care
- 1.4 Support others to recognise the contribution that carers make to the well-being of **individuals**
- 1.5 Support others to understand the rights of families and carers providing care

### Additional Guidance

**Society** may include:

- Local Authority provision
- NHS
- Individuals and others
- Communities

The **individual** is the person requiring care or support

**Unit 649**            **Lead practice in assessing and planning for the needs of families and carers**

Outcome 2            Be able to develop the practice of staff in assessing the needs of families and carers

**Assessment Criteria**

The learner can:

- 2.1      Implement procedures for assessing the needs of families and carers
- 2.2      Support staff to learn from families and carers about their caring role
- 2.3      Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
- 2.4      Support staff to carry out assessments of needs and wishes in partnership with carers and families
- 2.5      Support staff to gain consent from carers and families to speak with others about their circumstances
- 2.6      Manage recording procedures to ensure assessments are shared with families and carers
- 2.7      Monitor the quality of assessments carried out by staff.

## Unit 649      Lead practice in assessing and planning for the needs of families and carers

Outcome 3      Be able to implement a care planning process to support families and carers

### Assessment Criteria

The learner can:

- 3.1      Establish systems which ensure that all care plans include
  - participation by carers and families
  - agreement on **resources** required to address **needs and wishes**
  - agreed roles and responsibilities in achieving the plan.
- 3.2      Monitor the implementation of care plans which support families and carers.

### Additional Guidance

**Resources** – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.

**Needs and wishes** – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.



## Unit 649

### Lead practice in assessing and planning for the needs of families and carers

#### Outcome 4

Be able to evaluate quality of assessment and care planning to meet the needs of families and carers

#### Assessment Criteria

The learner can:

- 4.1 Evaluate the quality of assessments carried out to meet the needs of families and carers
- 4.2 Evaluate the quality of care plans to meet the needs of families and carers
- 4.3 Use analysis of the needs of families and carers to inform strategic planning within an organisation.

## Unit 650

# Understand professional management and leadership in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN number:** F/504/2218

### Unit aim

The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership in health and social care or children and young people's settings.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand theories of management and leadership and their application to health and social care or children and young people's settings
2. Understand the relationship between professional management and leadership
3. Understand the skills of professional management and leadership in health and social care or children and young people's settings
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services

### Guided learning hours

It is recommended that **50** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

## Unit 650      **Understand professional management and leadership in health and social care or children and young people’s settings**

Outcome 1      Understand theories of management and leadership and their application to health and social care or children and young people’s settings

### Assessment Criteria

The learner can:

- 1.1    Research theories of management and leadership
- 1.2    Analyse how theoretical models of management and leadership can be applied to a **range of situations** in a **work setting**
- 1.3    Analyse how the **values and cultural context** of an **organisation** influence the application of management and leadership models

### Additional guidance

**Range of situations** includes areas such as:

- managing performance of team members
- disciplinary of a team member
- forming new teams
- motivating teams
- partnership working
- managing or leading an established team
- managing or leading through change and transitions

**Work setting** includes

- community teams
- residential settings
- day services
- multi-disciplinary teams
- specialist teams

**Values and cultural context:** refers to the agreed ways of working, policies, procedures and approaches adopted by both the organisation and the individual team. These will be influenced by national and local requirements.

**Organisation** may be

- statutory
- private
- third sector

<b>Unit 650</b>	<b>Understand professional management and leadership in health and social care or children and young people’s settings</b>
Outcome 2	Understand the relationship between professional management and leadership

**Assessment Criteria**

The learner can:

- 2.1 Evaluate the **interdependencies** between leadership and management
- 2.2 Analyse the conflicts between the application of **management and leadership models**
- 2.3 Describe how conflicts between management and leadership models can be addressed

**Additional guidance**

**Interdependencies** refers to the similarities and differences between the concept of leadership and that of management and how they are interlinked.

**Management and leadership models** refers to the difference between models of management and models of leadership

## Unit 650      **Understand professional management and leadership in health and social care or children and young people’s settings**

Outcome 3      Understand the skills of professional management and leadership in health and social care or children and young people’s settings

### **Assessment Criteria**

The learner can:

- 3.1      Analyse the skills required to be an
  - effective manager
  - effective leader
- 3.2      Explain why managers in health and social care or children and young people’s settings need both management and leadership skills
- 3.3      Analyse how leadership skills can influence the **values** of an organisation
- 3.4      Explain why leadership styles may need to be adapted to manage **different situations**.

### **Additional guidance**

**Values** refers to the way in which an organisation chooses to perform its role and function

**Different situations** include aspects such as:

- tension within the team
- tension between the team and others
- practice issues of individual team members
- managing or leading through change
- managing or leading an established and functioning team
- managing or leading when the team is under stress.

**Unit 650**                      **Understand professional management and leadership in health and social care or children and young people’s settings**

**Outcome 4**                      Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people’s services

**Assessment Criteria**

The learner can:

- 4.1      Identify factors that influence **policy drivers**
- 4.2      Analyse **emerging themes and trends** that impact on management and leadership of health and social care and children or young people’s services.

**Additional guidance**

**Policy drivers** refers to the national and local priorities which affect the strategic direction of health, adult social care and children's social care

**Emerging themes and trends** refers to the latest ideas or theories relating to effective practice in health, adult social care and children's social care.

**Level:** 5  
**Credit value:** 5  
**UAN number:** J/504/2219

**Unit aim**

The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will:

1. Understand policies, theories and models which underpin appraisal of performance
2. Be able to support others to understand the purpose of appraisal
3. Be able to facilitate preparation for appraisals
4. Be able to support appraisee to participate in appraisal meetings
5. Be able to evaluate own practice during the appraisal process

**Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to SCD HSC0043 – Take responsibility for the continuing professional development of yourself and others and LMC A1 – Manage and develop yourself and your workforce within care services.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

## Unit 651

## Appraise staff performance

### Outcome 1

Understand policies, theories and models which underpin appraisal of performance

#### Assessment Criteria

The learner can:

- 1.1 Explain **policies and agreed ways of working** for appraisals in the work setting
- 1.2 Research models of appraisal to explore their applicability in the work setting
- 1.3 Evaluate how appraisals are used to inform
  - achievement of objectives
  - overall performance
  - future objectives.
- 1.4 Explain how appraisals are used to develop practice
- 1.5 Differentiate between appraisals and disciplinary processes
- 1.6 Use research on the theories of power to explore the relationship between appraiser and appraisee

#### Additional Guidance

##### **Policies and agreed ways of working**

This will include organisational and national policies. These may be attached to standards or frameworks



## Unit 651

## Appraise staff performance

### Outcome 2

Be able to support others to understand the purpose of appraisal

#### Assessment Criteria

The learner can:

- 2.1 Support **others** to develop an understanding of the purpose of appraisals to include
- **mutual responsibilities**
  - the achievement of objectives
  - reflection on overall performance
  - professional development
  - how outcomes of the appraisal will be used
  - future objectives

#### Additional Guidance

**Others** will include those staff for whom you have responsibility

**Mutual responsibilities** – the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a “top-down” process. Therefore there is an element of joint responsibility and both parties should familiarise themselves with the competencies against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed

## Unit 651

## Appraise staff performance

### Outcome 3

### Be able to facilitate preparation for appraisals

#### Assessment Criteria

The learner can:

- 3.1 Confirm with appraisee the objectives against which performance will be appraised
- 3.2 Identify with the appraisee the actions they need to take to prepare for their appraisal
- 3.3 Evaluate evidence gathered from a **range of sources** towards achievement of objectives
- 3.4 Prepare paperwork for appraisal in line with work setting requirements.

#### Additional Guidance

**Range of sources** may include:

- Feedback from individuals, carers and families
- Feedback from other colleagues and/or other professionals
- Own observations
- Work products

## Unit 651

## Appraise staff performance

### Outcome 4

Be able to support appraisee to participate in appraisal meetings

#### Assessment Criteria

The learner can:

- 4.1 Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee
- 4.2 Demonstrate how to prepare the environment for the appraisal meeting
- 4.3 Support the appraisee to engage in an evaluation of their performance over the past year to include
  - areas of practice which have met or exceeded standards
  - areas for development
- 4.4 Provide feedback to appraisee on their performance over the past year to include
  - areas of practice which have met or exceeded standards
  - areas for development
- 4.5 Identify with appraisee work objectives for forthcoming year
- 4.6 Identify with appraisee professional development plan for forthcoming year
- 4.7 Record the appraisal in line with work setting requirements.

## **Unit 651**

## **Appraise staff performance**

### **Outcome 5**

Be able to evaluate own practice during the appraisal process

#### **Assessment Criteria**

The learner can:

- 5.1 Evaluate with appraisee their experience of how the appraisal was conducted
- 5.2 Reflect on own practice in managing the appraisal process

## Unit 654

# Manage disciplinary processes in health and social care or children and young people's settings

**Level:** 5  
**Credit value:** 6  
**UAN number:** M/504/2232

### Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to be able to manage disciplinary processes in health and social care or children and young people's settings.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings
2. Be able to manage staff practice which falls below professional and/or organisational standards
3. Be able to compile and present evidence for a disciplinary proceeding
4. Be able to manage the outcomes of a disciplinary process

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to LMC E10 Ensure policies, procedures and practice for the conduct of workers within care services are adhered to.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- A portfolio of evidence.

## Unit 654 **Manage disciplinary processes in health and social care or children and young people's settings**

Outcome 1 Understand how to manage disciplinary processes in relation to health and social care or children and young people's settings

### Assessment Criteria

The learner can:

- 1.1 Explain how legislation and organisational policies and procedures relate to disciplinary processes
- 1.2 Analyse the relationship between disciplinary and **regulatory processes**
- 1.3 Identify own role and role of **others** in relation to disciplinary processes
- 1.4 Define practice which would be considered as
  - performance issues that may lead to disciplinary proceedings
  - gross misconduct
- 1.5 Explain the different approaches used to manage performance issues and gross misconduct
- 1.6 Outline sanctions which may be considered within a disciplinary process.

### Additional Guidance

**Regulatory processes** relates to when behaviours and conduct are referred to a professional body for investigation

**Others** may include:

- Human resource personnel
- Other managers
- Legal representatives
- Trade union representatives
- Labour relations organisations e.g. ACAS
- People who use services, carers or family members

## Unit 654 **Manage disciplinary processes in health and social care or children and young people's settings**

Outcome 2 Be able to manage staff practice which falls below professional and/or organisational standards

### Assessment Criteria

The learner can:

- 2.1 Consult with others to establish **management options** when practice falls below standards
- 2.2 Use supervision to address with staff member practice which falls below organisational standards and/or professional codes of conduct to include
  - reflection on their practice and conduct
  - evidence of their practice and conduct which fall below standards
  - exploration of **underlying issues**
  - setting of objectives to improve practice
  - explanation of actions which will be taken if improvement is not achieved.
- 2.3 Review with staff member objectives which have been set, to assess if improvements have been achieved
- 2.4 **Initiate disciplinary process** where objectives have not been met
- 2.5 Provide staff member with information about the disciplinary process including their rights

### Additional Guidance

**Management options** are when there a range of management actions which can be taken before engaging in disciplinary processes eg training, setting objectives, coaching/mentoring. They also include disciplinary options depending on seriousness of complaint

**Underlying issues** may include:

- Family issues
- Ill health
- Bullying in the workplace
- Financial
- Alcohol/substance misuse

**Initiate disciplinary process** could include:

- Liaison with other managers
- Consultation with human resources departments
- Advice from legal representatives or labour relations organisations

## **Unit 654            Manage disciplinary processes in health and social care or children and young people’s settings**

**Outcome 3            Be able to compile and present evidence for a disciplinary proceeding**

### **Assessment Criteria**

The learner can:

- 3.1        Complete reports in line with work setting requirements to include
  - **evidence** of the complaint against the member of staff
  - evidence of the process undertaken with the member of staff
  - analysis of risks to others as a result of staff member’s conduct
- 3.2        Present evidence in a disciplinary proceeding.

### **Additional Guidance**

**Evidence** may include:

- Own observations
- Observations of others
- Records
- Complaints
- Feedback from people who use services, carers or family members



**Unit 654**      **Manage disciplinary processes in health and social**

**care or children and young people’s settings**

Outcome 4      Be able to manage the outcomes of a disciplinary process

**Assessment Criteria**

The learner can:

- 4.1      Implement the decisions from a disciplinary process
- 4.2      Manage the implications of the outcomes for individuals and others
- 4.3      Evaluate own practice in the disciplinary process.

**Level:** 5  
**Credit value:** 5  
**UAN number:** J/504/2236

**Unit aim**

The purpose of this unit is to develop the learner's knowledge, understanding and skills in managing business redesign of health and social care or children or young people's services.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting
2. Be able to work with others to support business redesign
3. Be able to develop a plan for business redesign
4. Be able to implement a plan for business redesign

**Guided learning hours**

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to LMC E13 Market, cost and contract to ensure the viability of the provision of care services.

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- A portfolio of evidence.

## Unit 655

### **Manage business redesign in health and social care or children or young people's services**

#### Outcome 1

Understand the wider market of provision of health and social care or children or young people's services in relation to a work setting

#### **Assessment Criteria**

The learner can:

- 1.1 Analyse the relationship between the current market and service provision within a work setting
- 1.2 Analyse current drivers shaping health and social care or children or young people's services
- 1.3 Research gaps in current market provision in relation to health and social care or children or young people's services.

## Unit 655      **Manage business redesign in health and social care or children or young people’s services**

Outcome 2      Be able to work with others to support business redesign

### **Assessment Criteria**

The learner can:

- 2.1      Develop a business culture that supports change and growth in own work setting
- 2.2      Work with **others** to identify opportunities for **business** growth in own work setting

### **Additional Guidance**

**Others** may include:

- Investors
- Local Authority
- Regulatory bodies
- Individuals
- Children and young people
- Staff
- Carers
- Family and friends
- Other professionals
- Community

**Business** refers to service delivery

## Unit 655

## Manage business redesign in health and social care or children or young people's services

### Outcome 3

Be able to develop a plan for business redesign

#### Assessment Criteria

The learner can:

- 3.1 Identify legislative requirements that may influence redesign of the business
- 3.2 Evaluate ways of improving own market share
- 3.3 Use a risk management process to manage business redesign
- 3.4 Work with others to analyse changes needed to redesign the business to include
  - service provision
  - human resources
  - finances
  - environment.

## Unit 655

# Manage business redesign in health and social care or children or young people's services

## Outcome 4

Be able to implement a plan for business redesign

### Assessment Criteria

The learner can:

- 4.1 Communicate details of business redesign to **stakeholders**
- 4.2 Work with others to implement the plan for business redesign
- 4.3 Manage the impact of business redesign on others
- 4.4 Develop systems to monitor the impact of the business redesign.

### Additional Guidance

**Stakeholders** could include:

- Individuals
- Carers
- Families
- Workforce
- Commissioners
- Regulators
- Investors

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Ensuring quality** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**  
Find out how to register and certificate learners on line
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLA assessments.





## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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